

Came the Deluge

The American Teacher MAGAZINE

Federal School Aid Issue

Six Successful Federal Precedents

The A.F. of T. Program in Washington

APRIL, 1961

Guest Editorials

MANY UNION TEACHERS innocently belong to the local education association and the W.E.A. as well as their own local union. They see no harm, they say, in this dual membership, yet in belonging to the non-union organizations they are really undermining their union, and in many cases impairing its effectiveness.

Dangers of Dual Unionism

There is really no need for a union teacher to belong to another general education association. The dues he pays to his local union automatically give him and his Local membership in state and national organizations, and entitle him to all the publications and services of the state Federation of teachers and the *American Federation of Teachers*. Thus there is no need in Wisconsin to join the W.E.A. and the N.E.A.

The benefits, however, do not end there. The union teacher gets still more for his dues. His Local has affiliation with the powerful central labor body in his community, as well as affiliation with the state federation of labor, and, through the A.F. of T., with the AFL-CIO. The assistance of these powerful affiliates through this system of inter-federation is what makes the teachers' union different, and gives it influence far out of proportion to its numerical strength.

WHY DO UNION TEACHERS join these rival organizations, when they really have all the organization they need? Some just seem to think it is the thing to do. Others think that the union teachers can determine association policies, can become its officers, or can even take over the organization—usually very dangerous and erroneous assumptions. In any case, they do not seem to be aware of the dangers of dual membership, or dual unionism, as it is called in union circles.

In union parlance, the associations are company unions, largely because of domination by administrators who are really part of management, or, at best they are independent unions with no powerful affiliates. They are often not free to strike out boldly for the needs and rights of teachers. Continued support by union teachers does not change the nature of the education association, or increase its effectiveness. All it does is detract from the effectiveness of the union.

THERE IS ALWAYS the matter of divided loyalty. Union members who accept positions in the association are depriving their Local of needed leadership. Their numbers also help swell the membership of the rival organization to the detriment of their union. We know of instances in which the union has a majority of the teachers in the system, yet is not the largest organization numerically. Making the Local the largest teacher organization is becoming of more and more importance every year as the possibility of collective bargaining comes nearer.

The way to eliminate dual unionism is to eliminate dual membership. . . . The future of teacher welfare is really in the hands of the *A.F. of T.*—the voice of the classroom teacher.—*From The Wisconsin Teacher.*



THE AMERICAN Federation of Teachers recently passed a resolution condemning the abuse of public address systems in the schools. They have a point, for in many schools these systems are used to interrupt classroom activities with trivial announcements.

Loudspeakers and Education Just Don't Mix

One teacher makes the legitimate complaint: "We never know when a voice will come booming from the wall speaker. It may happen while the teacher is explaining an intricate point in solid geometry or while a class is listening to a line of poetry.

"In comes a voice demanding, 'your attention, please,' followed by an announcement that a car must be moved in the parking lot or that a class ring was lost in the school auditorium.

THE LEARNING spell is broken after the teacher has spent possibly 20 minutes or longer creating the atmosphere he wanted in the room."

Often these announcements, which are intended for only one student, or at most two or three, interrupt the learning activities of everyone in the entire school —as many as 1,000 or 2,000—because the system is wired to every classroom. This is a gross misuse of a communications device. . . .

Even without public address systems to disturb the thinking process there are far too many interruptions of serious academic activities in many high schools.

Students are called out of class to rehearse for a play, or a musical concert, practice cheerleading, or decorate the gymnasium for the dance.

ALL THESE THINGS ought to be scheduled outside of class hours if we really believe that it is important for the student to study history, mathematics, science, and English.

A good teacher plans class activities in sequence and each day's work builds upon what the students have learned in previous days. If students are called out of class for trivial reasons the whole learning process breaks down.

It does not seem likely that our high schools will ever be exclusively academic or intellectual institutions and probably they shouldn't be. But at least we should set aside one substantial portion of the school day for study and let the other things come afterward.

During the period set aside for study and academic work nothing should be allowed to interrupt the learning process.—*Paul Woodring, education consultant, Ford Foundation, in a syndicated column in the Cleveland, O., Press-News.*

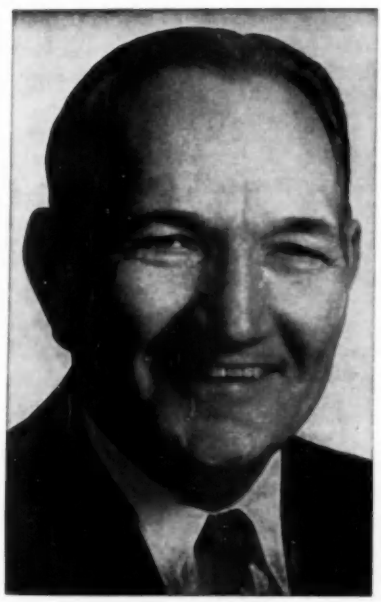
THE *President's Page*

By Carl J. Megel

PRESIDENT John F. Kennedy is to be commended for the Federal Aid for Education program which he submitted to the Congress. No President has ever presented a sounder and more comprehensive school aid program. Mr. Kennedy takes cognizance of the fact that classrooms alone cannot build the kind of an educational system necessary for American leadership.

He strikes the major key to education in stating that well-trained and well-paid teachers are necessary. Most past programs have overlooked this important aspect of any educational program. President Kennedy shows wisdom in giving attention to the entire educational process from the elementary through the colleges and universities.

The above interpolation formed the basis for a telegram which I sent to President Kennedy on the day following his message to Congress. President Kennedy, in his message, asks the appropriation of 2.3 billions of dollars to be made available to the nation's public school systems during the next three years.



MR. MEGEL

THE FUNDS would be made available to the 50 states, who would be free to use the money to build new classrooms, to pay teachers salaries, or both. The proposed Federal grants would vary among the states, depending upon per capita income, but each state would get an amount equal to at least $15 minimum per public school pupil.

Any state could use, for the three-year period, an amount equal to 10 percent of its first year's allotment for experimental projects designed to meet special educational problems or to evaluate school programs.

The President's proposals are within an administrative framework which guarantees continued local control of education and specifies funds for public school education only.

The *American Federation of Teachers* believes that the educational needs of America in this age of danger demand prompt and favorable action by the Congress.

UNFORTUNATELY, passage of the measure by the Congress, as usual, faces powerful opposition. We will be keeping you informed on the progress of the measure and we will need your wholehearted support, aid and assistance at the proper time. We will want you to write to your Congressmen, and your Senators. The complete list is available in our office and copies have been sent to the presidents of all Locals.

The opposition to the Federal aid program is the same opposition that we have always encountered. Interestingly enough, the opposition to the Federal aid program constitutes the same groups which opposed the American labor movement throughout the nation.

ATTACKS upon labor unions are in constant evidence. A minor derogatory item receives streamer headlines and editorial comment. In contrast, the electrical price fixing conspiracy was hardly publicized. The conspirators were convicted and jailed before the general public was alerted to this fraud.

On Dec. 8, 1960, the United States government won a dramatic victory over a huge price fixing monopoly that has swindled the public out of hundreds of millions of dollars in over-charges in the past nine years.

Practically the entire heavy electrical equipment manufacturing industry pleaded guilty to charges of conspiring to fix prices, divide markets, and rig bids of both government and private industry contracts.

The biggest companies in this industry have, in the past, continuously placed the blame for their high prices upon the wages paid to their workers. The case sharply underscores the fact that the excessive cost was not due to increased wages, but to top-heavy administrative costs and to price fixing for excessive profits.

YET, THESE FIRMS, through their representatives, the National Association of Manufacturers and the National Chamber of Commerce, have and will continue to oppose Federal Aid for Education.

Regardless of this fact, we in the *American Federation of Teachers* can begin to see a new light of hope dawning on the eastern seaboard. The American people—and now their Washington Administration—are beginning to understand that atom bombs, missiles and rockets cannot long claim supremacy over an illiterate world, and that education is the best weapon for mobilizing hostility to all forms of tyranny over the minds of men.

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April, 1961

On Our Cover

Teacher on our cover is Robert F. Rolfes, 25-year member of the *Springfield, O., Federation of Teachers, Local 296,* and head of the English department of the city's South High School, in a position that might be titled, *The Woes of an English Teacher,* or *Essays, Essays, and More on the Way.*

Rolfes, now teaching twelfth grade college preparatory English, puts into practice every Tuesday his belief that the way for students to learn to write is to write, with the result that their average number of errors in mechanics drops from seven to two in a year.

He received his Bachelors from Ohio State University, where he was elected to Phi Beta Kappa, and later took graduate work at Wittenberg and Miami Universities. For nine years, he taught freshman English in Sinclair College. His students have consistently led in competitive tests and examinations for college placement.

Photo by Charles A. Thomas, South High mathematics teacher, also a member of the Springfield Federation of Teachers *for a quarter of a century, who becomes a member of the* American Teacher magazine *Cover Photographers Club and wins $50.* (American Teacher magazine, *Dec., 1960.*)

Convention Alert

Attention all Locals: Remember to elect your delegates to the Forty-Fifth Annual Convention of the American Federation of Teachers to be held in the Bellevue-Stratford Hotel, Philadelphia, Pa., Aug. 14 to 18, next.

GOING TO MOVE?

Notify us immediately, so that the American Teacher *and* American Teacher magazine *will follow you. Send 1) your full name, 2) old address, 3) new address, and 4) name and number of your* A.F. of T. *Local to* American Teacher *publications, 28 E. Jackson, Chicago 4, Illinois.*

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The Basic American Philosophy and Practice of Federal Aid for Education

BY WAYNE MORSE

United States Senator from Oregon Since 1945, and Currently Chairman of the Subcommittee on Education of the Senate Committee on Labor and Public Welfare.



Senator Morse

EDUCATION has been defined in an oversimplified way as "being able to profit from someone else's experience." Yet if Henry Ford said that history was the bunk, he still made good use of the generations of history of experimentation, failure, thought, and labor which preceded the first practical automobile.

Perhaps many Americans have consciously agreed with Ford; but like him, we have used education to tremendous practical advantage. A well educated population is a basic ingredient of an industrial society, and of a democracy.

I do not know of a country in the world where education has been more vigorously pursued than in America. Night school, adult education, extension agents and courses, cheap paperbooks, and self-help in reading and writing are American traditions.

Our national heroes are remembered in part by their struggles to educate themselves. The earliest mental picture most of us have of Abraham Lincoln is that of a small boy learning to read and write with a piece of charcoal and the back of a shovel. Many Americans can even tell you how far he walked to borrow the *Life of George Washington*, and how long he had to work to replace it. Lawyers, doctors, and politicians were commonly self-taught in our colonial and frontier days.

ANY SURVEY of the many ways in which the United States government has, over the years, participated in educational activities quickly makes evident the great interest the Federal government has always had in education. That is why I believe that much of today's debate and acrimony over Federal Aid for Education involves an artificially constricted concept of education.

Those who argue that Federal aid is bad, wrong, dangerous, or unconstitutional, apparently refer to Federal aid to the local school where the boys and girls in the neighborhood go to first grade. That is only a small part of the education system.

But the Federal government has been aiding even these schools since its earliest days. In addition, it conducts many educational programs for itself.

As long ago as 1802, there was established the United States Military Academy to educate officers for the Army. In 1845, a U.S. Naval Academy followed, to provide adequately trained and educated Navy officers. Now we also have an Air Force Academy, a Coast Guard Academy, a Merchant Marine Academy, and innumerable special training schools which are entirely Federal institutions.

IT IS OFTEN forgotten, too, that research is an integral part of education and that the Federal government spends billions of dollars each year for this activity. Research and development in the Defense Department is allotted around $5 billion. One hesitates to even estimate how much more research is done by other departments and agencies of the national government.

In the Department of Agriculture, research in plant and animal life is a major function. Research in the nature and causes of cancer and heart disease is a major function of the Department of Health, Education, and Welfare. The National Bureau of Standards, the Bureau of Public Roads, and the Weather Bureau in the Commerce Department are all active in research.

On an even wider basis, the Federal government arranges to pay private and state institutions to do research for it. Sometimes this takes the form of research grants to find solutions to specific problems; in other cases, Federal financing is more general.

It is when we get into the matter of transmitting the knowledge gained from research to the individual student

that most people suddenly begin to talk about *Federal Aid for Education.* It is unfortunate that few Americans are aware how long the Federal government has been supporting that activity, too.

THE LAND ORDINANCE of 1785, establishing governmental organization for the Northwest Territory, contained the following provision: "There shall be reserved the lot No. 16 of every township, for the maintenance of public schools within the said township."

It can be said that the division of the Northwest Territory into states relieved the Federal government of the primary responsibility for education there, but it is also true that as states have come into the Union, they have received a grant of the public domain to help them finance their public schools.

That policy has been a clear and simple one of Federal grants to the states for school support.

In addition, many western states continue to receive school support from the Federal lands there. Under the Act of 1908, 25 percent of the income from timber sales in the national forests is turned over to the county in which the forest is located to maintain public schools and roads.

SUCH OTHER Federal Aid for Education as the G.I. Bill, aid to impacted areas, and WPA and PWA grants for school construction, are very well known to this generation of Americans. Most recently, we have had the National Defense Education Act of 1958, an important expression of the need for a high national level of intellectual competence.

The NDEA was limited to certain disciplines which have the most direct bearing upon our international position: sciences, mathematics, and modern foreign languages. The NDEA was also aimed primarily at higher education, but not completely so.

Throughout these decades of Federal education and Federal aid for state and local education, very little has ever been said about Federal control resulting from this or that type of aid. Those who say the most about Federal control following Federal aid have never cited to me a single instance of interference with local instruction in a WPA school, a PWA school, a school receiving funds from a national forest, or a school receiving Federal funds under the impacted areas program.

It will be seen that there is and has been a great deal of Federal aid to education. What is done next will not be a question of theory, but of practice. The question is, is the general national level of education now important enough to the Federal interest to call for a program of support for general education?

I believe the answer is *yes*, and that it has been yes since the end of World War II. An excellent statement of this national interest was found in the opening statements of the report of the White House Conference on Education in 1956: "*Schools now affect the welfare of the United States more than ever before in history, and this new importance of education has been dangerously underestimated for a long time. . . . Ignorance is a far greater handicap to an individual than it was a generation ago, and an uneducated populace is a greater handicap to a nation.*"

Grants to the states for elementary and secondary education mark nothing new in our history or practice. But they could mean a great deal to America's future position in the world.

Kennedy Drives for Federal Aid for Education

By Willard Shelton★

THE KENNEDY drive for a Federal school aid bill in 1961 involves both special and general problems. As the House and Senate Subcommittees on Education conducted formal hearings, Health, Education and Welfare Secretary Abraham Ribicoff was the leading administration spokesman and the lines of battle were drawn for what seemed certain to be an extraordinarily complicated struggle.



Mr. Shelton

The Federal government in a full decade has actually spent hundreds of millions of real dollars in direct school assistance to specific areas—the ones that can be labeled Federally "impacted" by a concentration of government activities —and these hundreds of millions have been invested in both school construction and the elevation of teachers' salaries.

Members of Congress obviously are thoroughly acquainted with these expenditures, and most of them show no discernible apprehension about a decay in the moral fiber of the children and parents who are benefited, or moral decay in the teacher, but resistance to general school aid is nevertheless equated with a continuing if dying struggle.

THE PRESIDENT'S specific proposals are moderate, in line with his approach from the White House on many issues in the early weeks of his administration.

He asked Congress for $2.3 billion across three years in grants for public school construction and teachers' salaries at elementary and secondary levels. This would mean a minimum of $15 per pupil per year as compared to the $25 per pupil advocated by most long-term congressional champions of Federal school aid.

An equalization formula would channel a higher proportion of the

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★*Managing Editor, AFL-CIO News. Written for the American Teacher.*

The Senate and House Subcommittees on Education conducting hearings at press time on the Kennedy Federal Aid for Education bills were chaired by Senator Wayne Morse, D.-Ore., and Cong. Cleveland M. Bailey, D.-W. Va. Morse sponsored the administration bill in the Senate and Cong. Frank Thompson, Jr., D.-N.J., the one in the House. A.F. of T. *President Carl J. Megel, Vice-Presidents Selma Borchardt, David A. Hilton and Phyllis Hutchinson as well as New York City Local 2 Deputy President Samuel Hochberg, Philadelphia Local 3 President Celia Pincus, and Pennsylvania Executive Secretary Margaret Root, testified in support of the measure.*

The A.F. of T. Aid Program in Washington

By Selma Borchardt★

WHAT THIS CONGRESS will do for our schools and colleges, and for the students in them, can not yet be foretold with any degree of certainty. But most citizens who support a program of Federal aid for the schools are hopeful. The President sincerely wants legislation for this purpose.

The Senate last year passed a bill providing aid for school construction and the Senate added aid for teachers' salaries. In the House, there is encouragement in Speaker Rayburn's promise for action. He can be relied on to make good on that promise. True, he does not support the Federation's position that aid for salaries must be expressly required and not merely permitted, but he has thus far not expressed his opposition to such a provision.

The *American Federation of Teachers* holds that a mandatory and not merely a permissive provision for the states to use Federal school aid funds for salaries as well as for school construction must appear on the face of the bill.

While other groups may be willing to leave the question of the allocation of funds for "educational purposes, including aid for school construction, school facilities . . ." entirely to the states, the *A.F. of T.* is concerned with what it fears, on the basis of past experience, may result in using a large portion of such funds for material, "show" purposes or for the creation of even more top administrative programs.

The *A.F. of T.'s* fears are based not only on past experiences, but on the allocation of funds "for educational and other purposes, including salaries" as interpreted by the courts. The U.S. Supreme Court has ruled that if an appropriation is made by legislative action, for several purposes, which may or may not be related, the provisions of the law making such an appropriation will have been met if the total amount so appropriated will be used by the state or political division thereof, for any one of the purposes enunciated in the statute. *(King County, Washington v. Seattle School Board District, 263 U.S. 361).* Teachers' Locals and state Federations throughout the country are pressing for this safeguard.



Miss Borchardt

ANOTHER SAFEGUARD which the *A.F. of T.*—because it is a *teachers'* organization— wants written into the bill would require the state to maintain not only "its former total financial effort," but would require the state to maintain specifically not less than its present salary schedule, as a base to which to add the increase in salary made possible by the Federal contribution. This safeguard, too, is born of a knowledge gained from past experiences.

A third safeguard which the Federation asks to have included in the language of the bill would carry into the states a principle which is written into the bill regarding the allocation of funds among the states. A basic concept which justifies a Federal aid program is a recognition that our national government must ever seek to help effect a more nearly equitable distribution of opportunities among the states and among the citizens of the states.

The bill does seek to effect the more equitable distribution of educational opportunities among the states. The Federation believes that a similar provision should be required in the law regarding the distribution of Federal funds within the states, and not merely "suggested."

IN READING the current administration bill, one can more thoroughly appreciate the bigness, the vision of President Kennedy in urging the most far-seeing program for education that has been urged by the White House since the Morrell Act was adopted 100 years ago. (And that, as we know, was a program which did not originate in the White House.)

Nor can we help but observe that a decade ago, Mr. Mathew Woll, who was then chairman of the AFL Committee on Education urged a program of Federal aid of "not less than $1 billion a year, if we expect to have our schools prepare and keep our nation ready to preserve and utilize our democratic institutions."

The President's education message to the Congress followed closely the broad general lines of the Task Force report. For aid for the public schools, there are provisions for a 3-year program to be applied as grants "to the states to assist their local education agencies to construct urgently needed public elementary and secondary school facilities, to employ needed additional public school teachers and pay them adequate salaries" and to "undertake special projects directed to special or unique educational problems or opportunities."

The bill provides that the funds shall

**Vice-president and Washington representative, American Federation of Teachers.*

be allocated among the states on a basis of the number of pupils in *a.d.a.*, in the public schools of the state, modified by the relative wealth of the state in terms of average per capita income.

It carries the safeguard that the minimum for any state shall not be less than $15 multiplied by the number of public school pupils in *a.d.a.* It makes provisions to enforce its requirement that "the state maintain its former financial effort," in relation to the national effort.

The bill fixes definitely that the state "shall set aside . . . an amount equal to 10 percent of the sums so allotted . . . to pay part of the costs of pilot, demonstration or experimental projects of local educational agencies designed to meet public school problems or to develop or evaluate public school programs of a special or unique nature . . ."*

In a later section, provision is made for having the state report on how much of the funds allotted *will be* expended for public school teachers' salaries and for construction of public school facilities. The bill also provides that the state shall "set forth the criteria and the procedures . . . on the basis of which local education projects will be approved."

But at no point is there a requirement that the state or local agency *shall report* on what it *has done*, either in relation to sums allotted for salaries or for construction, or on what "special projects" were selected and why, and on the results and findings which resulted from such projects.

IF PROVISION could be made for reporting on what has been done and such reports made public before another grant is made, the public interest would be better served. Then, too, it would be sound procedure to provide for appeal from what the state may do, by a party of interest . . . a parent or a teacher or anyone who feels himself wronged. But the bill provides only for appeal by the state.

Another part which, in spite of assurances, disturbs us very much is the provision which reduces the currently essential aid- to-impacted-areas laws by at least 50 percent. The "assurances" given us by top officials are of two forms: "This provision is put in the bill for bargaining purposes," and "This gives the President the club to use on those who want the impacted areas laws extended (they run out again this year), by letting them know that they must accept a program of Federal aid on a more planned and more likely-to-become-permanent basis . . . or else they won't get aid to impacted areas."

They say that's why the two provisions are in the same bill. The second "reason" given is that members have felt themselves so sure in getting and keeping "impacted aid," that they have not felt the necessity for fighting for a Federal aid bill.

One fact seems clear: If threatening to take 50 percent of what the schools now get to help keep them running must be challenged to enable them to get back that 50 percent and a little more, then the schools and the public in general have done a poor job of selling the grave need for Federal aid.

However, the scene is not as dark as these last paragraphs would make it appear. The President, the Senate and the House all want Federal aid. The strategy may be involved, but the objectives are clear to all. To us in Washington, it seems that the outlook for Federal aid for the elementary and secondary schools is better than ever before.

Because this measure will be getting more widespread attention than other legislation in which the Federation and its members are interested, no one who knows our program at the national, state and local level would ever think that this program is all that is holding our interest.

OUR AFFILIATION with the AFL-CIO puts us in an area of interest and work which affects all men and women. The raising of the wage level, the extension of unemployment benefits to our fellow citizens—to the parents of the children we teach—is also our business.

The *A.F. of T.* is active in furthering substantive law, for the protection and betterment of teachers' and pupils' well being. A number of bills prepared by the American Federation of Government Employees for the protection of Federal employees may well serve as a model for teacher organizations, at the state and local level. For example:

A significant question today is how to make effective a program of "cooperative supervision" in schools as well as in government agencies. The *A.F. of T.* believes that teachers and all other public employees must have the right to join any legal organization of their own choosing and to bargain through such organization for the betterment of their working conditions.

Other phases of employee-employer relations in which we and other union public service employees are interested is in counting unused sick leave in computing length of service, for longevity and pension purposes. An excellent bill for this purpose sponsored by Labor is having active support from us before the Congress.

In the field of tax legislation the *A.F. of T* is giving considerable attention to three problems:

1) The exemption from Federal income tax of Federal and state employees' pensions;

2) The right of a retired employee drawing old age and survivors allowance (social security) to earn more than the present closely limited amount, and

3) The right of teachers to deduct for income tax purposes expenditures made incident to pursuing further studies essential to maintaining their professional status and keeping abreast of current developments in their field.

TODAY, IN WASHINGTON, the *A.F. of T.* is seeking a richer and fuller opportunity for services for children. It is again seeking to afford the greatest possible help for children through a more nearly perfect Children's Bureau. It is actively supporting a milk program and a school lunch program for all children in all schools. It is again supporting the program of Federal aid to the states in their development of juvenile delinquency control programs.

The *A.F. of T.* continues to work for modifications in present laws through which to give richer meaning to the existing social programs. It wants the aid for dependent children administered to keep the family together. Today this is not in practice: In order that the children of an unemployed worker may receive aid under the "aid-to-dependent-children" provisions under social security, the father of such children must, the law says, have deserted his family.

In other words, the law practically requires a father to desert his family, when he cannot support them, even if he can't work, because he may be unemployed or ill, or both, if the children are to receive benefits under the law.

Another phase of administrative problems which the Federation is seeking to improve so as to help the child are the laws which deny a family on relief the right to any personal possessions or gains they may rightfully hold. Take this case:

The father, a mechanic in a depressed area! First, his children could

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**To some it may seem strange that the bill should definitely provide for a fixed percentage of the funds to be used for a special purpose but hold that it would be improper to have the Act set aside a fixed percentage for teachers' salaries from a ruling or other action by the Commissioner.*

Six Precedents in Federal Aid for Education

A Symposium

THE AMERICAN TEACHER magazine *asked six national authorities to evaluate as many projects in Federal Aid for Education that are contributing to the nation's strength, growth and welfare. Their articles follow:*

●

How the G.I. Bill Increases Wealth

By R. W. Yarborough★

WHEN ARISTOTLE noted the superiority of educated men to the uneducated as being "as much as the living are to the dead," even he, in his wisdom, could not have visualized the world of today.



Sen. Yarborough

Still, Aristotle's statement could not be more appropriate to free man's circumstance in this age of science and technology if it had been made on this morning's television news.

The most expedient, thoroughly proven program we could adopt to let millions of additional young Americans advance into the ranks of the educated and specially trained would be to extend the World War II and Korean G.I. education bills to veterans of the Cold War.

Under this plan, the some 4¼-million veterans serving during the period of military draft (Jan. 1955 to July 1963) would have an opportunity for college or on-the-job training educational assistance.

Of the 15½-million veterans of World War II some 50 percent, or 7,800,000, took educational training under the G.I. Bill; of the 4¾-million veterans of the Korean Conflict, again 50 percent took educational training.

THE TWO previous GI Bills gave our nation 450,000 engineers; 180,000 doctors, nurses and medical technicians; 230,000 teachers; 150,000 physicists, chemists and other scientists. The new bill would supply America with many more sorely-needed professionally-trained citizens.

In the long run, these programs will not cost the nation a penny for they are self-liquidating investments in education. Studies show that the nation's investment in previous G.I. Bills will be repaid by 1975 through increased income tax revenues based on the veterans increased earning power.

Experience with previous G.I. Bills has proven beyond all question that this program would not result in so-called Federal controls in any form.

Passage of a Cold War Veterans Education Bill is not only an act of justice for the 45 percent of our young men who serve so that the Cold War will not become a shooting war, this program also will be a major factor in cutting down the serious high rate of unemployment, strengthening the national economy.

THE SENATE Veterans Affairs Subcommittee, of which I am privileged to be chairman, recently heard testimony that approximately one-third of the 5½-million Americans now hunting jobs are under 25 years of age.

The jobless rate among those who were drafted into the military, and have returned home to enter the labor market, untrained and with a minimum of schooling, is double the unemployment among those who graduate from high school or college.

Today there are 1,380,000 veterans of the Cold War. By 1963, when the current military draft law expires, there will be 4¼-million Cold War veterans.

If we fail to meet this growing problem of unemployment among unskilled veterans of today, we will face even more serious cumulative unemployment in the future. U.S. Labor Department experts in a report entitled, "The American Workers' Fact Book" of November 6, 1960, observed:

"It is generally recognized that a period of military service places a worker at a disadvantage in the labor market, due to one or more reasons directly traceable to his service; such as, lack of civilian work experience, older-than-normal entrance age for apprentice or on-the-job training, inability to utilize military skills in civilian occupation, or existence of service connected disability."

THE REPORT goes on to point out that through the World War II and Korean Conflict G.I. Bills, and other veterans assistance programs the Federal government has met the responsibility of helping veterans prepare to reenter the work force. It adds:

"Through these laws veterans (meaning shooting war veterans) have become the best educated, the best trained, and occupationally the best adjusted group of people in the history of the United States.

"Veterans now command better wages than do non-veterans, according to a recent survey. The median income of veterans is nearly $800 a year higher than the median income of non-veterans in the same age groups."

Since past G.I. educational programs have had such vast beneficial impact upon the lives of nearly eight million veterans and their families, they offer us the perfect pattern to

**United States senator from Texas, and chairman of the Senate Veterans Affairs Subcommittee. He is a former teacher, in a Texas one-room school and later at the University of Texas.*

meet education and employment problems facing veterans of the Cold War.

Our national strength can be measured by the abilities, knowledge and skills of our citizens—individually and collectively. The Cold War Veterans Educational Bill holds the opportunity for a more abundant life for millions of American families, as well as substantially expanding the productive potential of our nation.

●

Vocational Education

By Frank W. King★

AT A TIME when there is considerable discussion of the question of Federal Aid for Education it is quite revealing to review Federal programs for vocational education.



Senator King

The Federal Program for Vocational Education was authorized in 1917 with the passage of the Smith-Hughes Act. It provided for the cooperation between the Federal government and the states in the promotion of vocational education of less than college grade.

The George-Reed Act of 1929, the George-Ellzy Act of 1934, the George-Dean Act of 1939, the George-Barden Act of 1946 and the National Defense Educational Act of 1958 also relate to vocational education.

The program is based upon the fundamental idea that vocational education is in the national interest and is essential to the national welfare. Each state must outline its vocational plan and submit it to the United States Office of Education, which administers the program. All of the states, the District of Columbia, Puerto Rico, Virgin Islands and Guam are now operating programs in vocational education.

The states have boards of vocational education with full authority over the expenditure of funds. These boards provide the leadership and assistance to local school boards in the operation of the programs. Local school districts exercise the primary responsibility for determining the kind of vocational education needed in the community.

CONGRESSIONAL authorization to spend for these programs total nearly $50 million annually. The law requires a dollar for dollar matching of Federal funds with state or local funds. In 1959 the states spent $79,534,444 and local governments spent $107,381,087. This, added to the Federal amount, is a total of $228,314,599 from all sources.

Various formulas are used in determining the amount of Federal money available to the states. The formula varies according to the kind and type of program being considered.

The total number of students in 1959 was 3,701,121. This is an increase of 71,782 over the previous year. During 1959 there were 757,223 students in agriculture, 1,585,860 in home economics, 968,114 in trades and industry, 310,591 in distributive occupations, 30,769 in practical nursing and 48,564 in area programs.

The apprenticeship training program, as one example, has proven to be very beneficial in providing well qualified individuals to do all the different types of work involved in particular trades. This is to be contrasted with individuals who are well trained for specific jobs in a particular field.

Quite obviously, an individual who can do the whole job is more valuable to the total economy, in peace time as well as in times of national emergency when our country is called upon, sometimes on rather short notice, to produce all the things necessary for the defense of our democracy.

Basically these kinds of educational programs are conducted by local school districts which are permitted to take advantage of the funds on a voluntary basis, so long as they comply with the procedures and state plan for vocational education.

From my experience and observations, along with a review of such educational programs over a period of many years, I do not feel that there has been any interference by the Federal government in the operations of this type of education.

•Democratic minority leader of the Ohio Senate; member of the Toledo Federation of Teachers, Local 250, *and secretary-treasurer of the Toledo Area Council of the Joint Apprenticeship Committees of the construction industry.*

●

Federally Impacted Areas

By Cleveland M. Bailey★

THE ANNUAL battle of Federal Aid for Education has been joined again. We shall hear, again and again, the stale, tired arguments that wherever the Federal dollar goes there will follow Federal control and domination.



Cong. Bailey

The frantic opposition which voices these charges will have a difficult time convincing officials of nearly 5,000 school districts located throughout the United States. These are the selected school districts which are now receiving or have received Federal payments to help them construct classroom facilities, or to help operate their public elementary and secondary schools, or both.

These are the school districts which, since September 1950, have been participating in the so-called Federally impacted area program authorized by Public Laws 815 and 874 of the 81st Congress.

Looking back to that period, a bill to authorize broad Federal assistance to education had died when it became hopelessly ensnarled over the religious issue in a disunited House Committee on Education and Labor.

The nation was undergoing another period of national defense expansion. New military installations were being established; defense plants and old bases were being reactivated; and existing bases and defense plants were bringing in new personnel.

CHILDREN by the hundreds and by the thousands were showing up for enrollment in local school districts. The affected districts were faced with a dual problem. Facilities for teaching new children had to be pro-

Turn to Page 19

★Congressman from West Virginia, Chairman of the House Subcommittee on Education, and a major backer of the law for aid to Federally impacted areas.

The Language TEACHER and the LABORATORY

The Author of a Previous Article Answers Many Questions Arising About New Electronic Equipment

By George Giannetti★

ENCOURAGED by the financial aid made possible by the National Defense Education Act of 1958, many high schools have purchased recently electronic equipment for the teaching of modern foreign languages. This equipment has created many new responsibilities and problems for the foreign language teachers.

"Now that we have a room full of equipment, who is going to teach us to operate it? What materials should we use? Are the verbatim recordings of certain texts valuable? Are we to make our own tapes? Do the new methods and techniques really work?"

These are some of the questions most frequently heard wherever language teachers meet. They are questions that have been partially answered by the more enthusiastic and competent. The others, perhaps with personal sacrifice, will have to augment their effort if they expect the financial investment to pay educational dividends.

Among the new responsibilities created by the operation of the language laboratory, the most necessary and time-consuming are the writing and recording of laboratory exercises, and the numerous organizational procedures which include orientation, supervision, scheduling, testing, upkeep, editing, duplicating materials, and maintaining the tape library. All of these added duties create numerous problems requiring extra time and effort.

THE FIRST major problem facing the teachers using the laboratory concerns the adoption of some new objectives and techniques unfamiliar to many of our language instructors.



Mr. Giannetti

These new techniques place emphasis on the oral application of the language, yet some of our language teachers do not speak fluently the language they teach.

Fortunately, realizing their shortcomings, many are attending conversation courses in nearby universities or in the summer institutes provided by the National Defense Education Act.

This language inadequacy cannot be attributed to the lack of effort by the teachers, but rather to the old notion that languages were only to provide academic discipline, and be the vehicle for a true appreciation of the classics. These are indeed valid objectives and should be encouraged, but in the present world situation it would seem that the oral mastery is a pragmatic need. Not only should we teach *about* the language, but also *the language* itself.

Perhaps it should be emphasized at this point that the new focus on understanding and speaking a modern foreign language does not imply the elimination of the teaching of reading and writing. It does suggest that during the first two years of language study, either in the elementary or secondary schools, the major emphasis should be on the oral, with the reading and writing skills developed later. When emphasis is placed on the oral, language learning becomes a skill, rather than merely an intellectual exercise.

Other problems which have caused some negative opinions about the value of the language laboratory are: Lack of time to devote to the new responsibilities; lack of information, encouragement and training; poor planning and organization; insufficient expert advice, and unfamiliarity with equipment.

HAVING identified the major problems with the exception of one to be discussed later, the new logical step is to propose some possible solutions. How can the teachers and the schools help?

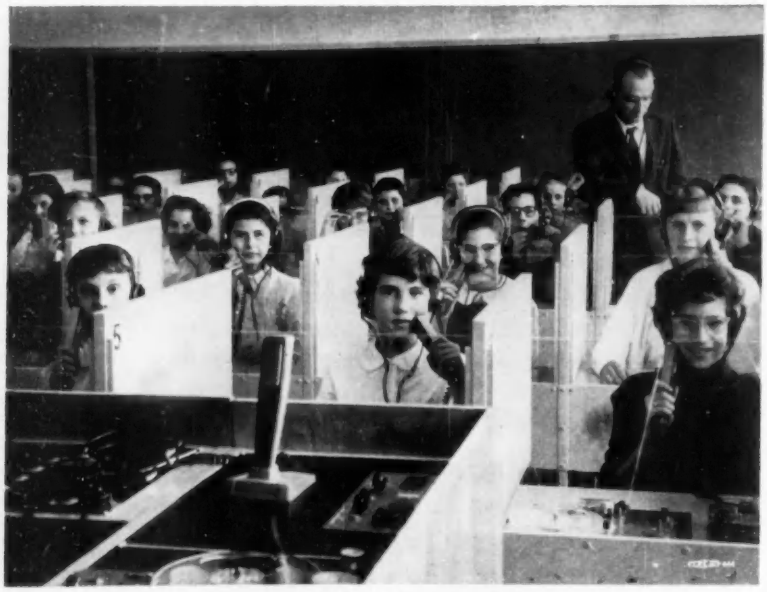
The lack of information may be eliminated by reading professional journals and the most recent books on methodology or by attending the increasing number of language conferences and workshops.

The lack of training may be minimized by taking the recently revised method courses in the universities and by attending the summer institutes designed especially for the training of modern language teachers.

It is essential that the lack of training be reduced, both in languages and methodology, since it has already created many frustrating situations. This is true especially for those teachers who have used for many years only the reading-writing-translating method.

Most of the other problems may be partially solved by hiring foreign lan-

★Mr. Giannetti, now using audio-visual methods in the teaching of modern foreign languages in Oak Park ,Mich., High School, answers numerous questions from teachers arising from his article, *The Language Laboratory in a Modern Curriculum*, published in the December, 1959, *American Teacher magazine*. He is a member of the new *Oak Park Federation of Teachers, Local 1394*.



Students in Oak Park Language Laboratory

guage consultants; by providing some in-service training; by relieving language teachers of other time-consuming duties; by providing the funds for the purchasing of the limited amount of tapes available commercially; and, finally, by engaging the help of the audio-visual department to help the teacher to operate and repair the equipment. All these aids, added to the willingness of the teachers to give some extra time, will make the laboratory a valuable addition to the curriculum, a help rather than a hindrance.

THE MOST difficult problem to solve is that of obtaining good recorded materials. The solution would be easier if more commercial materials specifically designed to meet different needs were available. Unfortunately, most teachers find it necessary to write and record some of their laboratory exercises, a completely new experience for them.

Perhaps the following hints, which are the result of some experience in the high school language laboratory and research done at Wayne State University under the direction of Dr. William Hoth, will make this necessary task less onerous:

1) The exercises should be geared to make the transition from a theoretical mastery of grammar to the ability to use the language orally. This will only be as necessary as the degree to which theoretical concepts are presented in the classroom.

2) Confidence develops through imitation and repetition. Since analysis tends to make students overly conscious of errors in the beginning stages, exercises for the first year on the high school level should stress imitation and repetition.

3) Practice material, even if brief, should always be in the form of usable phrases. Students should not repeat, for the sake of pronunciation improvement, uncorrelated sounds which will not be used in normal situations.

4) The basic material of the usually long stories of textbooks may be condensed into shorter, and more practical dialogues.

5) Emphasis during the first year should be placed on basic phrases, idioms, and verbs. Certain everyday expressions, vocabulary, interrogatory words, and verbs are so commonly used that, when the students learn them well, they will experience a needed sense of accomplishment. This results from being able to reproduce successfully the spoken language.

6) The vocabulary should interest the particular age group. Vocabulary which cannot be readily put into practice is more difficult to learn. Natural-situation dialogues add interest at this level.

7) The addition of some music, songs, anecdotes, and amusing passages relieve the monotony resulting from the practice of pattern drills.

8) Normal speech speed should be used from the very first phrase. If students hear nothing but normal speech from the beginning, they will become accustomed to the living language rather than to the usually slowly spoken language of the classroom.

9) Many different native voices should be used. Eventually, when students are ready to practice the language they will be exposed to different speech habits, not only to those of their former teachers.

10) Speakers should have good diction and pleasant voices.

11) Dialogues and other drills dramatically and yet realistically acted out will not be as tiresome.

12) Recording should be done in a special sound-proof booth. A regular room will produce unpleasant echos.

AFTER THE SCRIPTS have been written and recorded, their success in the laboratory will depend partly on the practice of the following techniques:

A) In the beginning stages students should be informed of the value of aural-oral practice. Later, when they have tangible proofs of their improvement, they will be able to realize it themselves. This orientation should continue until the students have become familiar with all the equipment and until they know the consequences of possible misbehavior or damage to the equipment.

B) A permanent seating chart, a laboratory schedule, and a special record of students' behavior and accomplishments in the laboratory will eliminate confusion and discipline problems.

C) Before each session the students must be instructed about the structure of the lesson, the way it is recorded, and how they are expected to respond. This pre-laboratory instruction, sometimes done in the classroom, eliminates many future calls to the master control board and diminishes discouragement. The instructions on tape should be definite, clear, and repeated once.

D) Although careful diction on the part of students should be continuously encouraged, too much emphasis on this may create inhibitions. The final aim is fluency with the best diction possible.

E) The components of the text of all the laboratory lessons should be previously presented orally in class. Thus, the laboratory fulfills one of its important purposes: to extend the oral part of the course of study of the classroom. Later, in the classroom,

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Union Teacher Talk



OFFICERS of the *Minneapolis Federation of Teachers, Local 59,* are negotiating with School Supt. Rufus A. Putnam and the board for a voluntary dues checkoff system, to become effective Jan. 1, next.



Mr. Boyer

Charles E. Boyer, Local 59 executive secretary, said it is expected that a plan will be readied for membership approval before the end of this school year if board-authorized. He added:

"Minneapolis is fortunate in that a Minnesota statute (161.06) authorizes government units to accept wage assignments for an indefinite period for union dues, credit union deposits and group insurance."

The city council and other city boards have already approved the checkoff system for their employees.



SIX NEW LOCALS had been chartered by the *American Federation of Teachers* at press time. They are:

California: *The Cisco State College Federation of Teachers, Local 1396.* Indiana: *The College Teachers Council, Local 764,* of the Indiana State Teachers College, Terre Haute.

Also, Michigan: *Sumpter (Belleville) Federation of Teachers, Local 1397.* Minnesota: *Waseca Federation of Teachers, Local 1398; East Grand Forks Federation of Teachers, Local 1399,* and *Moorhead Federation of Teachers, Local 1400.*



THE MINNESOTA State Federation of Teachers announced in its News Letter that it will sponsor two education conferences in October, both to be held in the Twin Cities.



Mr. Gardner

The first will be Oct. 12 for outstate teachers, and the other Oct. 19 and 20 for others. The announcement states, however, that the area separation for attendance is "by no means ironclad."

Harold Gardner of the *St. Paul Park Federation of Teachers, Local 1125,* will be chairman of both events, with Gerald Timm, president of the *Winona Federation of Teachers, Local 1232,* cochairman. Meanwhile the Federation's annual convention was scheduled for April 28 and 29 in St. Paul.



THE ILLINOIS State Federation of Teachers as well as the state labor federation is backing a bill in the legislature spelling out the right of public employees, including teachers, to bargain collectively through representatives of their own choosing.

The title of the bill states its purpose to be to enable public employees to enter into collective bargaining agreements respecting wages, hours, conditions of employment and other mutual aids and benefits. Sponsor is Sen. James W. Gray, Democrat, of Belleville.



MISS LOUADA MORGAN of Newark, business education teacher, and secretary of the *Ohio Federation of Teachers,* is a candidate for the state teachers retirement board, subject to this spring's election. She would be the first classroom teacher to so serve.



THE DETROIT Federation of Teachers, Local 231, has asked the school board to supply a "tuition-free summer school for pupils falling behind their grade levels because of deficiencies, especially in reading and mathematics."



IRWIN RUBENSTEIN of Washington, D.C., a member of *Workers Education Local 189,* and presently labor education advisor for the International Cooperation Administration in Guayaquil, Ecuador, has written the *American Teacher* editors that he offers his services in any way possible to *A.F. of T.* members passing through the area this summer. Rubenstein wrote:

"Please advise *A.F. of T.* members (traveling through) that they have a

A.F. of T. 'Shops

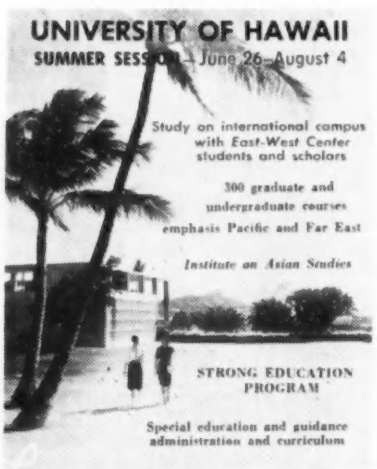
Dates for the three American Federation of Teachers-sponsored summer workshops in union techniques in as many universities, (American Teacher, March, 1961), have been announced as follows:

July 17 to 21—Labor Management Institute, University of Connecticut, Storrs.

July 23 to 28—School for Workers, University of Wisconsin, Madison.

July 31 to Aug. 4—Institute of Industrial Relations, University of California, Berkeley.

Each Workshop offers an opportunity to secure training necessary to teacher union leadership. Many Locals are expected to offer scholarships. See the May American Teacher newspaper for programs, costs and other particulars as then available.



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brother member here in Guayaquil, and if I can be of any assistance, I offer my services, before, during or after their visit." Rubenstein wrote from the office of the American Consulate General, Guayaquil, and may also be addressed at the Division Laboral, U.S. Operations Mission, same city.

Rubenstein's work involves the establishment and administration of a labor education program for the democratic trade unions of Ecuador. The object, he added, is to build a democratic labor movement "sufficiently strong to raise its own standard of living, create greater productivity and to stem the flow of communism and totalitarianism."



Mrs. Riordan

MRS. MARY ELLEN RIORDAN is currently on a one-semester leave of absence from her elementary science classes to give full time to the *Detroit Federation of Teachers, Local 231*, presidency.

Mrs. Riordan agreed to the move after the membership recognized that the business of the union had become too extensive for Helen Bowers, executive secretary, to handle alone. The *Detroit Teacher*, Local 231 publication, said:

"The union has employed a full-time executive secretary since 1943. . . . The steadily increasing membership and widely expanding program of the Federation, the members decided, requires a second full-time professional employee."



Nine* who guided the St. Paul Park, Minn., Federation of Teachers, Local 1125, *over rough shoals to success, snapped at tenth anniversary alumni meeting: Seated, from left, Past-Presidents Al Gasperin, 1951; Don Rosholt, 1952; Don Heaney, 1953, and Helen Stub, 1945-55. Standing, Harold Gardner, 1956-57; Don Waldbillig, 1958; Robert Prigge, 1959; Margaret Davidson, 1960, and Granville Smith, currently president.

A *10-YEAR* success story with a background of pioneering difficulties was unfolded at a 10th anniversary alumni meeting of the now influential *St. Paul Park Federation of Teachers, Local 1125*, in which past-presidents and other leaders were guests and speakers.

Granville Smith, president, subsequently offered the idea to other Locals as a benefit to new teachers. He added, "I know if all new teachers in any system could hear a group of pioneers, as we did, the union would never have to worry about its future in education."

All past-presidents and charter members were rounded up for the meeting many making it a "homecoming" from other districts and fields of endeavor. Prospective new members as well as members attended.

MISS MARY HERRICK, vice president of the *American Federation of Teachers* and one of the founders of the *Chicago Teachers Union, Local 1*, was cited as "director of youth, champion of teachers, and friend of both," at an annual observance of Negro History and Brotherhood Week luncheon of the National Sorority of Phi Delta Kappa, Mu Chapter. Mrs. Ruth Blue, retired, former Local 1 member, received a similar citation.

EXTENSION of tenure after three years probation to Wisconsin teachers in city school districts and union high school districts as well as common school districts with grades through 12, would be provided in a bill in the legislature sponsored by the *Wisconsin Federation of Teachers* and introduced by Assemblyman George Milinaro, Kenosha Democrat.

Also introduced by the Assembly Labor Committee at the request of public employees' unions is a bill to add fact-finding machinery and procedures for collective bargaining to existing laws. (*American Teacher*, Jan., 1961)

CHARLES W. MILLER of Gary, Ind., *A.F. of T.* vice-president, brought applause from members of the *Rockford, Ill., Federation of Teachers, Local 540*, when he declared the union is capable of leading the teaching profession to new heights.



Mr. Miller

Miller outlined a formula for building a strong Local, the first step in which, he said, is majority membership, and the second, a strong active leadership. He added:

"If it is said that 'few run the union,' this may be true, but only because it is the same few who are willing to sacrifice the time and effort needed. Be on the lookout for promising young members and 'get them on committees!'"

Miller said the union should be involved in all phases of school activities rather than concern itself with salaries only; enlist the support of organized groups of the community; have good building representatives and functioning committees, and that intangibles of success are face-to-face contact with other teachers as well as administrators.

TEACHERS in four Wisconsin cities have received salary increases variously beginning in September.

In Kenosha, a cut by the city council reduced an increase negotiated by the *Kenosha Teachers Union, Local 557*, by $100. A 3-year revision will, however, start Bachelors at $4,700 this fall, $4,850 in 1962 and $5,000 in Sept., 1963, with the lane's maximum reaching $7,400 on the latter date.

Masters will begin in Sept., 1961, at $5,1000, in 1962 at $5,250 and in 1963 at $5,400, with a maximum reaching $8,200 in 1963.

In La Crosse, after the *La Crosse Federation of Teachers, Local 652*,

aroused the public to professional needs, an increase of up to $500 in some classifications will go into effect in September. Bachelors starting salaries will jump from $4,100 to $4,400, going to $5,650 at the top. Masters will start at $4,700 and reach $7,200.

In Madison, home of the *Madison Federation of Teachers, Local 35*, the city council again slashed a school board budget, reducing an increase for new Bachelors to $100, and the lane to $4,600 running to $8,629 in 22 steps. Masters will start at $4,860 and go to $9,371 in the same length of time.

After the *Superior Federation of Teachers, Local 202*, fought for a five percent across the board increase, teachers at the minimum and at 12, 14 and 16 steps were given $200 more effective next September.

TEACHERS in the jurisdiction of the *Moline, Ill., Federation of Teachers, Local 791*, will receive a 1961-62 salary increase of $150 across the board. The new Bachelors lane will be $4,650 to $6,750 in 14 years, and the Masters, $4,950 to $7,350 in 16 similar steps.

SCHOOL administration dismissal of Edwin M. Wasilewski for discussing sex in his Milwaukee senior class was upheld by Circuit Judge Elmer W. Roller. Wasilewski's court appeal was supported because of its tenure implications by the *Milwaukee Teachers Union, Local 252*, and the *Wisconsin Federation of Teachers*. (*American Teacher*, Sept. and Nov., 1960)



Teacher welfare and school improvement stressed at third annual conference of the rapidly growing* Hawaii Federation of Teachers, Local 1279; *Seated, Mrs. Patricia Reile, psychological examiner, Oahu district office, state school system, who spoke on intelligence tests. Standing, from left, A. S. Reile, AFL-CIO representative; Speakers, Local 1279 President Edward E. Nakamura; Hawaii Lieut-Gov. James J. Kealoha, and Robert K. Hasegawa, executive secretary, Honolulu Central Labor Council. Other speakers included School Commissioner Dr. Charles A. Goo and District Supt. Ralph Kiyosaki.

NORMAN N. GROSS, president of the *Rochester, N.Y., Federation of Classroom Teachers, Local 616*, told the city's new Supt. James S. Wishart that the district currently spends $1.00 in "overhead" salaries for every $2.00 paid classroom teachers.



Mr. Gross

Gross classified "overhead" salaries as those paid for administration, supervision, pupil personnel service, maintenance, clerical and the like. He said in the current budget the overhead expenses are $5 million and teachers' salaries $10.5 million.

The Local 616 president, accompanied by Edward J. Farrell and Joseph Gullo, vice-presidents, requested procedures for a newly established grievance committee, as well as other benefits and clarifications.

STATE REP. RALPH T. SMITH told a southwestern area workshop of the *Illinois State Federation of Teachers* that teacher legislation is scant because members of the legislature seldom hear from teachers. Smith spoke on a panel chaired by Oscar Weil, president of the *Roxana Federation of Teachers, Local 1337*. He added:



Mr. Weil

"Legislation is more likely to favor school boards and administrators because teachers, in failing to represent themselves, have let the boards and administrators represent them."

Smith said that he had a "healthy respect" for lobbyists who are in the state capitol to serve the legislator, and declared lobbyists perform this service.

Panel speakers also included Presidents Carl J. Megel and Mrs. Josephine Oblinger of the *American and Illinois Federations of Teachers;* Mark Peterman, assistant state schools superintendent, and *A.F. of T.* Administrative Aide Robert G. Porter.

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Cleveland, 279, Calls for One Bargaining Agent

NEED FOR ONE collective bargaining agent for Cleveland teachers was stressed by leaders of the *Cleveland Teachers Union, Local 279,* following board adoption of a $600 pay increase for beginning Bachelors, and only $150 for teachers at other degree and experience levels.



Miss Nugent



Mr. O'Meara

Local 279 had requested a $400 across-the-board increase, but the Cleveland Education Association, a company union, immediately accepted the board offer to become effective this coming September.

The $600 increase, obviously a bid for new teachers, lifts the Bachelors beginning to $5,000, highest in the area. Other personnel earning less would be brought up to the amount, but with no rewards for seniority and experience.

THE CLEVELAND Teachers Union issued an open letter over the signatures of James E. O'Meara, its president; Frances A. Nugent, secretary, and Paul A. Corey, executive secretary, to all the city's teachers, declaring:

"Recent salary negotiations have revealed some basic differences between the *Cleveland Teachers Union* and the Cleveland Education Association. Unfortunately, such differences are exploited by the press and the board of education and certainly are confusing to the public, including teachers.

"The salary request of the *Cleveland Teachers Union* is based on the known available funds as all salary requests by the union are. The Cleveland Education Association, on the other hand, has shown inconsistency and reluctance based, perhaps, on fear of defeat.

"This letter is a recommendation to all Cleveland teachers. A single bargaining agent can avoid the pitfalls of contradictory requests which befuddle the public and play into the hands of selfish interest groups. We submit that the *Cleveland Teachers Union* has proven its ability in the area of the practical realities of money and other grievances.

"*TO ILLUSTRATE:* Our demand for a $400 across-the-board increase and implementation of longevity adjustments has never wavered. We sincerely believe that these provisions will lessen the inequities of the present salary schedule.

"We believe in a high minimum but not at the expense and probable loss of tested personnel. The acceptance of the $5,000 minimum and a minute $150 increase for all others by the Cleveland Education Association displays a remarkable lack of information. Such division only delays action further.

"Note that we do not insist that longtime membership in the Cleveland Education Association be abandoned. We respect loyalties when they do not interfere with the good of all teachers. But we believe this is a sensible suggestion.

"Look forward to notification of a Committee on Public Education mass meeting to re-enforce our stand, to mobilize our forces and to crystallize future plans!"



New* Wayne State University Educational Employees Federation, Local 1382, *chartered in Detroit: From left, Juanita Preston, secretary with the Detroit board of education; Eva Hunter, Local 1382 president; Dr. David A. Hilton of Grosse Pointe Farms,* American Federation of Teachers *area vice-president, and Helen Bowers, executive secretary of the* Detroit Federation of Teachers, Local 231. *A. F. of T. President Carl J. Megel presented the charter.

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TIPS for Your 1960 Income Tax Return

By John Ligtenberg★

EVERYONE who had gross income in 1960 of at least $600 must file an income tax return. In general, gross income is the total income from all sources before deductions and exemptions are subtracted. Exceptions are persons over 65 at the end of 1960, who need file only if gross income was over $1,200. If taxes are withheld from your wages you should file even if technically not required to do so. By doing so you can get a refund of wages withheld in excess of those actually due.



Mr. Ligtenberg

There are three forms for individuals. If your entire income is from wages you may use Form 1040A if your gross income was less than $10,000, and not more than $200 was from wages not subject to withholding. Form 1040W is a two page version of the long form 1040. Anyone may use 1040W regardless of amount of income, unless total dividends and interest are more than $200.

THE FORM that fits all cases is 1040. It must be used by anyone whose income from interest and dividends was $200 or more. If you wish to itemize deductions, or have gain or loss from the sale or exchange of property, or have income from a profession or business, you must use this form.

Returns must be filed on or before April 17, 1961, even though the official instructions say April 15. This is because April 15 is a Saturday. It is wise to file as soon as possible. If you have a refund coming, it will be sent to you sooner. If any tax is due, it should be paid with the return.

While the above provides only the simplest and most elementary information, it is well to remember that it is often possible to make substantial savings by a careful study of the more detailed instructions and even the laws and regulations themselves. It is often advisable to seek professional assistance, but it is prudent and no more expensive to seek out well qualified lawyers or accountants, rather than someone who operates from a temporary location during the busy season.

THERE ARE some provisions for deductions of particular interest to teachers. For instance, if you have received sick pay during the year it is well to determine whether such pay can be deducted. Often it can be, and a substantial saving will result.

If you are receiving retirement income in any form, there are conditions under which a part or all such income may be excluded. Whether or not you are eligible depends on your past earnings, the type and amount of your income in 1960 and your age at the end of the year.

You, or in some cases your spouse, must have earned at least $600 in 10 or more past years. If you are over 65, retirement income may include interest, rents and dividends as well as pensions. If under 65, only pensions count. In no case is more than $1,200 of retirement income allowed.

If it was necessary for you to travel away from home in 1960 in connection with your job, the cost of transportation, meals and lodging may be deductible. Recent changes in rules and procedures make it likely that all such expenditures will be scrutinized carefully. It is worthwhile to try to bring yourself within the regulation if you had such expenses.

THERE HAS BEEN considerable interest recently in the deductibility of expenses for further education of a teacher. This was covered by a Treasury Regulation issued April 8, 1958 *(Treasury Reg. E1-162-5)*. At first it was thought that it would settle most of the problems in this area. That many thorny questions remained was recognized when a "clarifying" regulation was issued March 16, 1960 *(Revenue Ruling 60-97, Internal Revenue Bulletin 1960—11.9)*.

For what it is worth, we can say that expenses for education of a nature intended to keep sharp the tools of one's profession are deductible. If the principal purpose is to earn advanced degrees, the expense is not deductible. Use *Form No. 2519, Expenses for Education.*

Much has been published in *The American Teacher* recently about the deductible expenses for travel, meals and lodging of teachers on sabbatical leave. While these expenses have been allowed in several contested cases, the treatment accorded subsequent cases has not been uniform.

It appears that further legislation will be necessary. We suggest that the deduction should be claimed, or the tax on this portion of income paid and a refund demanded.

★*General counsel,* American Federation of Teachers.

Laboratory

From Page 12

students may be permitted to read the script of the material practiced orally.

F) Printed material already in the possession of students is not likely to be effective in the laboratory. Any book brought to the laboratory will be used as a crutch, thus hindering the oral mastery of the language. As with reading, writing should not be permitted in the laboratory, at least during the first year. This eliminates the possible confusion between the sounds and the written symbols.

G) English in the laboratory should be used seldom even if it takes longer to master certain points. Although during the first year, it is sometimes necessary to give the instructions in English in order to eliminate confusion. However, starting the second year, a complete foreign world should be created.

H) Before the introduction of new vocabulary, students should be able to produce and respond to the old one. Furthermore, the introduction of new material should be accompanied always by a constant review of the old one.

EVEN THOUGH the theories and techniques listed above have contributed to the improvement of foreign language teaching, the writer wishes to stress the need of further evaluation and experimentation, especially in the preparation of materials.

As for the future, the value of the laboratory will depend upon the time

available, the willingness, the enthusiasm, and, above all, the ability of the teachers to put into practice the new techniques.

It will be the language teachers who will make the laboratory either a white elephant or an educational necessity.

Miss Borchardt

From Page 8

get no relief because the father was living at home. So the father was forced to desert his family. And then the son, hoping to buy back some furniture which had no real money value but which the family had to sell to get "relief," begged for an after school job. He wanted to bring in money to help his mother.

But the law said, "Any money the boy earns he must surrender to the relief agency or have its equivalent deducted from the allowance given his family." So the boy ran away from home and got a job. Sure he dropped out of school. But that was the only way he could make some money to help his mother keep the family together. It's an *A.F. of T.* job now to get that law changed to help really keep the family together *and* keep the boy in school and make it possible for the boy to earn a few dollars.

Today, at the local, state and national level the *American Federation of Teachers* has a program: an action program which shows the vision of its founders, the knowledge and wisdom of its many leaders through the years, the courage and clear thinking of its members, and above all the profound sense of professional and social responsibility which has made its contribution so noteworthy.

Kennedy Drives

From Page 6

funds to states with low per capita income; the state of Mississippi, for example, would receive an estimated $29.67 per pupil the first year and $37.69 the third year, whereas Alaska, Connecticut, Delaware and the District of Columbia—among others—would start and end with $15 per pupil.

ANOTHER Kennedy bill would lend $2.8 billion in five years for construction of college facilities including classrooms, libraries, dormitories and laboratories. The loans would be long-term.

This program would invest close to $900 million in five years in grants of college scholarships to 212,500 students "without regard to sex, race, creed or color, solely on the basis of their ability—as determined on a competitive basis—and their financial need."

This would mean an average of $700 a year, on a four-year basis, to the students, plus $350 a year in grants to the colleges chosen by the students, whether public, private or church-related.

The theory of the grant of Federal funds to the colleges, whether public or private, is that the money is going to the student primarily, and the payments to the colleges would meet the differences in costs between the tuition charge and the actual expense of teaching the student.

The tailoring of a school aid program is now a matter of practicalities rather than principles. The argument on principle is worn out. The proponents are seeking a formula that fits local needs and urgencies so as to build a majority.

The hostile members of Congress are merely hoping to trip the advocates on such issues as parochial school loans or a revived anti-segregation proviso comparable to that advocated in the past by Cong. Powell of New York, chairman of the House Education and Labor Committee.

Republican opponents of school aid have twice beaten school bills by loading them with the Powell anti-segregation amendment and then voting against final passage.

Powell has said he would prefer to withhold his amendment this year if he can find evidence that the Administration will use executive power to prevent the encouragement of segregated schools with Federal money. Secretary Ribicoff responded, "It is a tragedy to put on the back of education the problem of everything, including civil rights."

THE QUESTION of church schools and Federal funds, even in the form of loans, is at least as divisive, potentially, as the civil rights issue. Twelve years ago, the question involved was one of Federal expenditures for such subsidiary things as school bus service to parochial schools; the Senate passed a bill leaving the issue up to the states and the House killed it in an open church-state controversy.

In advance the judgment of most Washington observers, despite all the manifest obstacles, was that Mr. Kennedy would succeed in getting Congress off dead center to the extent required to push through school aid.

This judgment was based, however, on an educated guess that might prove to be just a guess—a belief that the young President's general qualities of leadership would evoke a sufficient response from the people to push through his domestic program. As of mid-March, this remained to be proved. On the first test of his strength in the House he won by a margin of only five votes. A switch of three votes would have killed the resolution, backed by the President with a full public commitment, to enlarge the rules committee to restore leadership and Administration control.

Impacted Areas

From Page 10

vided within the limits of a budget that had been fixed months before and which could not be altered. Secondly, in the case of the military bases the parents were working on nontaxable property, and in many instances living on it as well.

In the case of the defense industry, the parent in some instances was working on government property, and in other instances on property located in another jurisdiction which the local school district could not tax; and finally, even where the parent was working on taxable property located within the school district's jurisdiction, the tax rate had already been set, and additional taxes were not forthcoming until a future date.

The Federal government was responsible for "impacting" school districts with additional pupils, and was also responsible for income loss where it removed, by purchase, property from the tax rolls.

Federal responsibility was obvious. Congress, therefore, enacted Public Laws 815 and 874 as emergency measures. P.L. 815 authorizes payments by the Commissioner of Education, upon application, to a local school district for construction of additional facilities to take care of unhoused Federally connected pupils. P.L. 874 authorizes payments under similar circumstances for maintenance and operating purposes. In effect, the U.S. Commissioner of Education sits on the local school board in each of these impacted school districts.

THE TWO LAWS have been extended and amended by several Congresses since. In 1958, the Congress made Public Laws 815 and 874 permanent legislation. The provisions for making payments for so-called "Class B" children, i.e., those whose parents work on Federal property but live on private property which is taxable, expires on June 30 of this year. It should be noted that the reimbursement rate for the "Class B" Federally

connected child is one-half the rate paid for the child whose parents not only work on Federal property but live on it also.

Some of the amendments we have made in the years since 1950 have tightened the administration of the laws; others have expanded its coverage to include all Federally connected children regardless of whether the parents are associated with national defense activities.

For instance, Congress had adopted a policy that wherever possible, Indian children residing on a reservation should be integrated into the adjacent public school systems rather than to be educated on a reservation school.

School districts in these areas are eligible for reimbursement for construction as well as maintenance and operation under these laws. During their lifetime, about 5,000 school districts have received payments.

During that entire history, involving approximately a billion and a half dollars, which has moved directly to local school districts, there has never been a complaint of attempted Federal control over local educational policies.

PERIODICALLY, when these two laws have been up for overhauling and extension, there has been no serious opposition to them, and members of Congress by the score have appeared before our subcommittees asking us to continue the program.

During recent years the Eisenhower Administration has suggested changes in the programs which would have the effect of shrinking the Federal payments. These moves were vigorously opposed by members of the President's own political party.

A most notable example was in 1958 when Mr. Eisenhower recommended cutbacks in these programs, and among those who formally petitioned the committee to disregard the President's recommendation was the then Republican leader of the Senate, William Knowland.

Appropriations for the current fiscal year for these programs amount to approximately $200 million, approximately 60 per cent of $325 million, an appropriation authorized in the school construction bill which was so bitterly opposed last year.

The Congress must take some affirmative action this year if these two programs are to be continued insofar as they affect payments to school districts for the so-called off-base school children. Already my files are beginning to bulge with letters from school boards, school administrators, and members of Congress, urging that they be continued either as is or liberalized.

It is not likely, however, that the Congress will act until after the issue of general Federal Aid for Education has been resolved. It is conceivable that what the Congress does on President Kennedy's broad Federal aid program, as well as the attitudes it expresses, will have bearing on what the committee recommends for the impacted area programs.

Whatever the future of these programs, they have demonstrated conclusively that the Federal government can provide financial support in the broadest areas of public elementary and secondary education without interfering with the right of local school districts to determine their own educational policies.

● ●

International Exchange

By Mrs. Frayn Utley★

FORTY-TWO YEARS ago the Institute of International Education with a small grant from the Carnegie Endowment for International Peace opened its first office in New York. Equipped with a few battered typewriters, used furniture, and more enthusiasm than staff, the IIE began its work of international exchange. That year the organization brought two European professors to the United States to observe American teaching methods and institutions.



Mrs. Utley

A new concept of education was born in that first IIE office in 1919. Today international cultural and educational exchange has assumed mammoth proportions. Surveys conducted by the IIE during the academic year 1959-60 indicate the growing interest in exchange.

In 1959-60 there were 65,328 foreign citizens on educational assignments in the United States from every major geographic and political area of the world. Of those, 48,486 were students, 2,539 scholars, lecturers, or researchers who had received appointments to American faculties; 9,457 were interns and residents affiliated with U.S. hospitals and 4,846 were trainees with business and industry.

ALSO, IN 1960, 13,000 American students studied in foreign countries. In the same year, 8,254 foreign visitors were in the U.S. under the sponsorship of our government. Seven thousand of these visitors were participants in the Technical Cooperation Program of the International Cooperation Administration under the Department of State.

Seven hundred and ninety-eight were leaders and 395 were specialists sponsored by the Office of Educational Exchange of the Department of State. The rest came to the U.S. under the ægis of the Department of the Army and the United States Information Agency.

The means by which the academic programs of the foreign and U.S. students are supported are myriad and complex. Hundreds of private individuals, corporations, universities, foundations, as well as foreign governments and the students themselves make this exchange possible.

The U.S. government supports exchange through its Fulbright program, the Smith-Mundt Act, the Inter-American Cultural Convention and the programs administered by the Office of Educational Exchange. (The OEE is assisted by such agencies as the Departments of Health, Education and Welfare; Commerce; Agriculture; Labor, et cetera.) However, of the 65,328 educational exchangees in the U.S. in 1960, our government assisted only 2,652 completely and 1,136 in conjunction with private organizations.

Of the 13,000 young Americans who studied abroad, most were privately supported. The statistics for only 1,490 students whose programs were administered by the IIE are accessible to us. Of those, 890 were supported by full U.S. government grants, and 59 by foreign government grants plus U.S. travel grants. The rest were privately endowed.

THAT EDUCATIONAL and cultural exchange has continuously increased over the years is obvious. The demand for even more extensive exchange is well-known. Yearly, agen-

★*Midwest Director, Institute of International Education.*

cies and institutions receive more requests for grants than can be supported. Everywhere emerging nations need leadership, a literate populace, technicians, teachers and doctors.

Their own educational facilities are limited. Young people are impatient to prepare for the changing and growing needs of their countries. They cannot wait until schools are built, teachers are trained. The education they cannot achieve at home, must be achieved elsewhere.

As the demand on the educational facilities of the United States increases each year, so does the demand on the part of American students desiring to study abroad increase. Young people know that theirs will be a far different world from the world of their parents.

As our jet age shortens the geographical distance between peoples, the need for intelligent, emphatic communication is heightened. Responsible leadership requires an intimate knowledge of the cultures, the languages, the histories, the aspirations of other peoples.

While international cultural and educational exchange may not be the whole answer to world peace, it can be a giant step in that direction. Therefore, it is mandatory that the program of exchange be fully explored, critically evaluated and intelligently extended.

NDEA Confirms School Aid Need

By Dr. Lynn M. Bartlett*

PASSAGE of the National Defense Education Act of 1958 by the 85th Congress was a clear-cut acknowledgment of the right and duty of the Federal government to offer direct financial assistance in the field of education. Such aid had been greatly needed, and it was long overdue.



Dr. Bartlett

It is generally agreed that this legislation was a sharp reaction to the surprising progress made by Russia in the areas of science and technology. The first sentence of the Act's first title scores the basic intent of the Act: "The Congress hereby finds and declares that the security of the nation requires the fullest development of the mental resources and technical skills of its young men and women." The Congress further declared that an emergency existed.

As educators, we had long insisted a nation's greatness and its ultimate source of strength for growth and progress and for defense and offense, was not to be found in battleships, air armadas or nuclear weapons. We believed then as we do now, and as we shall continue to believe, that a democracy can only survive and be operated successfully by an articulate, informed and literate electorate.

THE NATIONAL Defense Education Act incorporated ten titles and provided for direct aid and grants to states for the improvement of specific educational areas; to private schools, colleges and universities; and to students in institutions of higher education.

Of immediate concern to public schools, were *Titles III and V. Title III* allowed grants to states for improvement and strengthening in the areas of science, mathematics and modern foreign language instruction. *Title V* dealt with grants to states for guidance, counseling, and testing, and the identification and encouragement of able students.

Title X was important because it allowed for the improvement of statistical services of state educational agencies.

Despite its special aid features, the new statute allowed more state and local freedom in education than any other Federal enactment for support of education since 1890.

There is no doubt that the Act has given considerable impetus to specific areas of our educational program. This is good. At the same time, it has drawn attention to its basic weakness —it is too restrictive and limited in scope and concept.

NO ONE WILL ARGUE that in this age of science, technology and dynamic worldwide social change there is not a critical need to step up our educational programs to meet the challenge. However, we must not overlook and ignore the many other phases of our curriculum in our determination to move ahead.

It may well be that the National Defense Education Act of 1958 has served its purpose. It has recognized the fact that the support of education must be a partnership effort between the local, state and Federal levels of government. A more comprehensive approach for Federal Aid for Education, not limited to specific areas, must be the next step.

Superintendent of Michigan Department of Public Instruction.

The School Lunch Program

By Hubert Humphrey*

TOO OFTEN we have heard national leaders discuss America's agricultural abundance as a *massive problem* or as a matter of *getting rid of the surplus.*



Sen. Humphrey

It is true that our farm economy is in trouble, that farmers are caught in a squeeze between rising costs and falling income. But we need to give more attention to the *blessings* of our abundance, and the magnificent opportunities our supplies of food and fiber offer.

One opportunity is to use our surplus foods to improve the diets of the nation's children. We are now taking advantage of that opportunity, through an effort known as the *School Lunch Program.*

This program channels surplus foods and other foods purchased by the Government to states and school districts to provide lunches for children who need supplements to their diets.

THE NEED for this program is great. In a nation of plenty, tens of thousands of children are underfed. Today, more than five and a half million Americans are unemployed. The children of these workers need help to protect their health.

The latest reports on the School Lunch Program indicate that the food

United States Senator from Minnesota.

now offered to school children is vital to their nutrition and health. In many areas of the country, teachers, educators and welfare officials say that the *only* adequate meal many children receive each day is the one they enjoy through the school lunch program.

The wife of an unemployed worker in a community near Washington, D.C., told a reporter recently: "There's not enough money in the house to buy any meat or milk or vegetables. I give the children whatever we can buy, but that isn't enough. The only decent food they get is their school lunch."

There are many who oppose the School Lunch Program. They say that the Federal government has no business getting involved in feeding programs. They say the United States cannot afford the cost of the program.

I believe that this nation cannot afford to ignore the health needs of its people—particularly the children of America. If our children are to grow, to learn, to reach their full potential for citizenship, they must first enjoy the strength and health which adequate diets give.

OUR AGRICULTURAL abundance is utilized for *Food for Peace* programs to feed the hungry overseas. Surplus American food is sent quickly to areas of famine and disaster in foreign countries. Our food is sent overseas to help spur the economies and progress of other nations.

All these efforts are justified, and I believe they should be continued and expanded. But our first concern must be the needs at home. Our first attention must be given to Americans who suffer hunger or inadequate nutrition.

There can be no higher priority than the children of this nation. We can not sacrifice their health to abide by slogans of *economy* and *budget balancing*.



A. F. of T. ***leader honored for achievement in obtaining Doctorate while teaching full time: From left, Dr. Karl Andresen, vice-president of the*** **Wisconsin Federation of Teachers** ***and member of the Eau Claire, Wis., State College faculty, citation recipient; Dr. Leonard Haas, president of the college, and Marshall Wick, president of the*** **Eau Claire State College Federation of Teachers, Local 917,** ***snapped at banquet sponsored by Local 917. Andresen obtained the degree from the University of Minnesota.***

Historical Justification

A *NEW A.F. OF T.* publication, *Historical Justification for Federal Aid to Education*, by Dr. George S. Reuter, Jr., research director, reviews the state grants for education that were made by the Federal government as the states were admitted to the union as well as other significant precedents.

With the passage of time the amount of the grants to the states varied. For example, Alabama in 1819, received a section of land or its equivalent in each township. Colorado in 1864, received two sections, and Utah in 1894, received four in each township.

These grants represented the first Federal Aid for Education after 1789, but Ordinances of 1785 and and 1787 also provided it "before the nation was born," Dr. Reuter said.

THE PUBLICATION points out subsequent grants for Federal aid to the states. For example, in 1826, the secretary of the treasury was to select school lands to be reserved in lieu of a section in each township where no such lands had been appropriated. In an 1836 law, it was provided that money in the treasury on Jan. 1, 1837, in excess of $5 million was to be deposited to state treasurers.

The Morris Act of July 2, 1862, was perhaps the most noted, since it resulted in the establishment of the land-grant colleges.

Dr. Reuter concluded that Federal Aid for Education is currently a reality, but that larger quantities are needed to insure first-class education for all American youth. He said that there is no need to fear Federal control of education, because this has not been the pattern in the land grants and the G.I. Bill of Rights.

Read this timely report on major educational experiments—

SCHOOLS OF TOMORROW—TODAY!

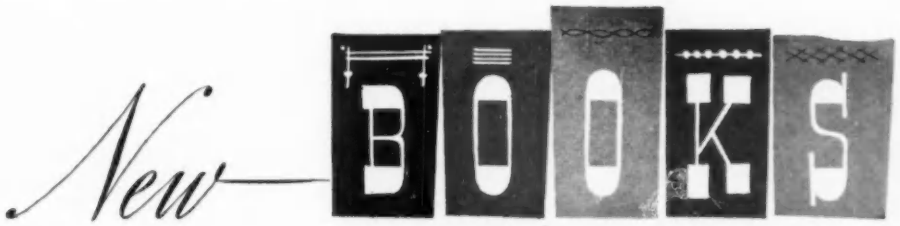
by Arthur D. Morse

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"As Commissioner Allen [of New York State] says in his foreword, this volume presents a vivid picture of the kind of experimentation which promises to lift the level of education in this nation. Although the final verdict is not yet in as to the success of many of these experiments, interested citizens and school administrators will find this volume well worth reading."—**JAMES B. CONANT**

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Of Interest To Teachers

SELF - DEVELOPING AMERICA. *Cloth. 254 pp. By Harold J. Ruttenberg, formerly research director of the United Steelworkers of America, and later president of Stardill-Keystone Company. Harper & Brothers, 49 East 33rd St., New York 16, N.Y., publishers. $4.50.*

In this book, Ruttenberg sees this country's continued growth as inseparable from the self-development of all the countries of the world; their development in turn is dependent upon America's. In the world of today, the author says, we are all neighbors who have to live-and-help-live.

Applying this conviction to the course of our business society, he stresses the need for a principle of co-development between labor and management, to carry forward the great American idea that poverty can be conquered and freedom can be won. "Only if we can give the word 'spiritual' a real and self-evident content," Ruttenberg says, "can we hope, in turn, to give meaning to the political principles on which our system is based."

TEACHING FOR CRITICAL THINKING. *Cloth. 364 pp. By C. Burlington Wellington, associate professor of education, and Jean Wellington, assistant professor of education, Tufts University. McGraw-Hill Book Company, Inc., 330 West 42nd St., New York 36, N.Y., publisher. $6.50.*

Because critical thinking is an almost universally accepted aim for education, there is a real need for describing its orientation and application in teaching. The authors believe that each person possesses a basic aptitude, but only in developing this aptitude can one become a good teacher.

Concepts and techniques discussed in the book are accompanied by their philosophical or psychological implications. The implications of teaching for critical thinking are also presented in analyses of planning, evaluation, discipline, and motivation.

Special features include a basic orientation upon which to build a method of teaching, and a consistent perusal of the implications of teaching for critical thinking in every facet of the teaching process; a consistency of approach; case - type illustrations; thought-provoking end-of-chapter situations and thoughts; a realistic supplementary reading list, and a list of related films.

THE POWERS OF POETRY. *Cloth. 356 pp. By Gilbert Highet, Anthon professor of the Latin language and literature at Columbia University and chairman, Editorial Advisory Board of Horizon magazine. Oxford University Press, 417 Fifth Ave., New York 16, N.Y., publisher. $6.00.*

The 39 essays on poets and poetry in this collection constitute an introduction to poetry for "intelligent readers who cannot endure either the jargon of specialist critics or the vague, woolly phrases of appreciation which sound pleasant but say little."

With a wealth of quotation, the author discusses a very wide range of poems. In English and American literature they run from the middle ages through Shakespeare to Walt Whitman, T. S. Eliot and others. The book also covers much "modern" poetry but treats it as a part of poetry in general.

GERMANY, a Modern History. *Cloth. 467 pp. By Dr. Marshall Dill, Jr., assistant professor of history at Dominican College, San Rafael, Cal. The University of Michigan Press, Ann Arbor, Mich., publisher. $8.75.*

To understand the vital and formidable role Germany plays in our lives, the author declares we must know her past.

From the moment Julius Caesar crossed the Rhine, to Conrad Adenauer's bootstrap operation, this book gives a vast and troubled history.

It portrays the events of nearly 2,000 years from the wandering barbaric tribes through the rise of the Prussian state and the final achievement of unity by the Iron Man Bismarck, then the catastrophic upheavals associated with Adolf Hitler, Weimar, Munich, Berlin, and Bonn.

The book is written not only for the educated public, but for the undergraduate student as a text or as supplementary reading; and for the teacher as a source of lecture material, or for explanations of German philosophy.

READING AND THE PSYCHOLOGY OF PERCEPTION. *Cloth. 200 pp. By Hunter Diack. Philosophical Library, Inc., 15 East 40th St., New York 16, N.Y., publisher. $6.00.*

No aspect of education has given rise to more controversy in recent years than the teaching of reading. Fundamental to the whole controversy is the answer to the question: How do children see words?

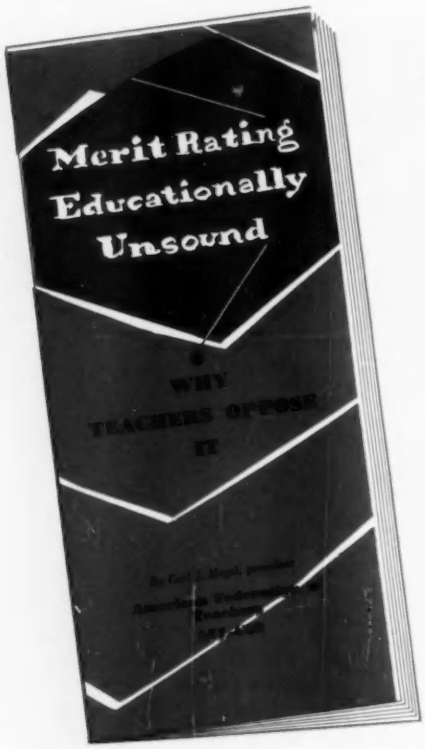
In this book the author critically examines in detail the orthodox answers to the question. In doing so he makes a critical survey of Gestalt theory, outlines the historical background of reading theory, surveys the situation today and gives some suggestions for the future.

TELEVISION TEACHING TODAY. *Paper. 267 pp. By Henry R. Cassirer for UNESCO. Columbia University Press, 2690 Broadway, New York 27, N.Y. $3.00.*

This book is one of a series published by UNESCO on press, film, and radio in the world today. It is a part of UNESCO's program to assist in improving the use of mass communications media. To prepare it, UNESCO called upon specialists throughout the world. Some of the subject matter may be controversial. The authors have been left to express their own opinions.

The text deals with educational television in the United States, Canada, France, Italy, Russia, and the United Kingdom. It discusses the Hagerstown, Philadelphia and Delmarva experiments, television and teacher education, professional and technical training involved, and other tools of education.

Included in the treatise are quotations on ETV from the *American Teacher* publications.



New Booklets On School and Teacher Issues

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The *American Federation of Teachers* is dedicated to teacher welfare and the improvement of the nation's public schools. There are many facets to our program, and there is no more dynamic way of presenting the union's objectives than in the new and revised literature now available from the National Office. All the booklets and leaflets are handy size.

Merit Rating Educationally Unsound, why teachers oppose it, by Carl J. Megel. *New.* Reprinted from the Phi Delta Kappan, journal of the professional fraternity in education. 12 pages. Light blue and black on white. $5.00 per 100 or $50.00 per 1,000.

The Right of Teachers' Unions to Bargain Collectively, a legal thesis with citations, by John Ligtenberg, *A.F. of T.* general counsel. *New.* 12 pages. Dark blue on blue-gray. $5.00 per 100 or $50.00 per 1,000.

Crusade for Public Schools. The story of labor's long and continuous fight for education, by John D. Connors, assistant to AFL-CIO President George Meany. Emerald and black on light green. $6.00 per 100 or $60.00 per $1,000.

Questions and Answers About the American Federation of Teachers, revised. A 12-page booklet, in gold, black and white. Answers 22 questions most frequently asked about the *A.F. of T.* $2.50 per 100 or $25.00 per 1,000.

Union Philosophy and the Professional, by Jack Barbash, professor of labor education, University of Wisconsin School for Workers. Tells why professionals need a union. $2.00 per 100 or $20.00 per 1,000

A Teachers Union Leader Views School Problems, by Carl J. Megel. Reprinted with revisions from Education Digest as condensed from Teachers College Record. $2.00 per 100 or $20.00 per 1,000

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